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Offers guidelines for a master plan of higher education in Pennsylvania and points to an expanding role for the Commonwealth in the promotion of higher education. Although the primary concern is with public institutions and colleges receiving annual grants or financial assistance from the Commonwealth the proposals also involve directly or indirectly many private institutions. The proposals include regional groupings of State colleges and community colleges around large universities, increased interinstitutional cooperation, reorganization of library facilities, and financial assistance programs in developing and maintaining distinguished faculty. An appendix lists the studies related to higher education now in progress for the development of a master plan in Pennsylvania and some suggestions for future research.

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PRELIMINARY PROPOSALS FOR THE DEVELOPMENT OF GUIDELINES FOR A MASTER PLAN FOR HIGHER EDUCATION IN PENNSYLVANIA

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Superintendent of Public Instruction
Commonwealth of Pennsylvania
Harrisburg, Pennsylvania

ED000882

March 1962

In this report are the seeds for an expanding role for the Commonwealth of Pennsylvania in the promotion of higher education, both public and private.

This report stems from the recommendations of the Governor's Committee on Education.

PRELIMINARY PROPOSALS FOR THE DEVELOPMENT OF GUIDELINES FOR A MASTER PLAN FOR HIGHER EDUCATION IN PENNSYLVANIA

The Superintendent of Public Instruction assumes sole responsibility for this report on certain tentative guidelines for a design of fiscal support and general coordination of higher education in Pennsylvania. This report is submitted with a deep sense of humility of mind for so many have contributed so much. I would have you believe that this report, no matter how inadequate or faulty, has been dispassionately concerned with education in its total aspects, private and public, large and small institutions. Certainly this initial report is not intended to advance any one institution or group or institutions at the expense of others.

In Perspective

William Penn, himself interested in education in its broadest perspective, is remembered in the name of the Commonwealth's first University established in 1791. Thomas Penn, a generous patron of the University, reserved the right to name two free scholarships. Three Gothic structures of green stone with gray ornamental trim were erected eighty years later in 1871. One of these, erected as a hospital, was subsidized by a State grant of $200,000.

The Commonwealth has, from its early existence, depended upon higher education to supply its doctors, lawyers, dentists, and other professions. Today, by comparison, its dependence upon higher education is almost incalculable.

Annually, about 30,000 students are graduated from its colleges and universities. Around its great universities and graduate research centers cluster many of our developing industries, all of which depend upon higher education for the stimulation of its research and developmental personnel.

In the 1970's and 1980's our colleges and universities must do vastly better than today if Pennsylvania is to remain as one of the great industrial states.

Research facilities excellent enough for today are quickly outmoded. In the competition for the talent of the country for tomorrow, larger fiscal support will be required for facilities, equipment, and personnel. Tuition will provide a smaller and smaller segment of the cost unless grants to students are available in large amounts.

Pennsylvania's private colleges, including sectarian institutions with a rich heritage, have expanded while serving the State. From the beginning the Legislature by special grants indicated its interest and appreciation of higher education.

In the plans for the future, many of the institutions which have served us so well over the years will require assistance from the State. Pennsylvania, which has a unique tradition with its annual provision of millions for private institutions in maintenance and millions more in buildings and facilities, will do well to provide a balance between its private and public institutions.

Endowment, once a financial mainstay of colleges, now rapidly receding in significance, will need to be replaced gradually by special government or foundation grants. In the decades ahead, tuition and fees cannot absorb the increasing costs and decreasing revenue from endowments.

Thetime is rapidly coming to an end when we can relax in the excellence of our past and take higher education's destiny for granted. Nearly everyone is aware that after 1964, thousands more will be knocking at the door of higher education. The surge of total college enrollments from 210,000 (full and part-time students) in 1961 in Pennsylvania to 320,000 (full and part-time students) in 1970 will be unprecedented.

Among us are those who say that everyone who wants to "hard enough," can get into college. A few even view this avalanche as a necessary obstacle to maintain quality. Some families will be able to afford higher education, no matter how high its cost. But the great majority of the Commonwealth's citizens is determined to provide equality of opportunity for all qualified students. To do this requires expansion and fiscal support.

Little need be said with respect to Pennsylvania's support of higher education. The State is not negligent in its support. However, this support is not well coordinated. The weakness of the present fiscal support plan is well known. This has resulted in needless competition and duplication. To date no other state has inaugurated a program as vast as that undertaken by Pennsylvania for the construction of new facilities for private colleges and universities. No other state has been as generous in maintenance to its private institutions. Few other states have expended, or plan to expend, as adequately in capital funds for their state colleges. The development of the master campus plans for Pennsylvania's state colleges is also an achievement rarely equalled by other states.

While Pennsylvania, as I have said, is unique in its annual grants of $41 million (including Pennsylvania State University) to private colleges and universities, it has not involved its educational agency in this program.

State's Role in Higher Education

In compliance with the constitutional mandate, the Legislature has set up a Department of Public Instruction as the State agency directed to carry out generally the State's affairs in the field of education -- public and private -- and at all levels. Over the decades, the Department responded to the urgencies and demands of the times but always within the severe fiscal limitations of its budget. It was only within this year that the Department was given a mandate to become concerned with higher education other than State-owned institutions. Governor Lawrence has broadened the historical position of the Department to coincide with the needs of this decade and the years ahead.

The State Council of Education

The traditional practice of private institutions seeking state fiscal support through direct access to legislative and budget officials has until the present eliminated the State Council of Education from effective direction in higher education.

When it became apparent that many higher education recommendations of the Governor's Committee on Education would fail because of the inability of legislative agreement on a new tax measure, $200,000 to expand personnel in the area of higher education was lost.

Beginning in September 1961, the State Council of Education and the Department became deeply involved with the problems of higher education. The Superintendent has followed a self-imposed schedule demanding 80% of his time for higher education. Five persons from the Department of Public Instruction were designated to work full-time and others part-time in this area.

Before I leave the State Council of Education may I indicate that merely adding another state agency or a higher education council without adequate appropriations for staffing the Department will add little to the solution of the problem in higher education. The present Committee on Higher Education of the State Council of Education has given more time and attention to the major policy problems in higher education in six months than has been done previously in ten years.

Advisory Committee on Higher Education

Just prior to the establishment of the Governor's Committee on Education, an Advisory Committee on Higher Education was appointed by the Superintendent of Public Instruction. However, its first meeting was cancelled after the announcement of the appointment of the Governor's Committee in order to prevent possible confusion between committees and in deference to a statewide review of all education by a special Governor's Committee.

Subsequently, and in the manner followed in New York State, an advisory committee consisting of administrative officers of our colleges was named with the Superintendent of Public Instruction as chairman. It is here today and appended to this report are agenda for coming meetings.

Department of Public Instruction

In order to achieve the goals of this report, an imminent reorganization of the Department of Public Instruction is expected for higher education. This will make possible the administration of a pattern of services and fiscal support. Four bureaus will be included as follows:

Higher Education Development

1. Master Plan
2. International cultural affairs
3. Higher education cooperative library system.

Undergraduate Education

1. Liberal arts programs
2. Applied arts programs and special purpose institutions
3. Community colleges and extension education

Graduate Education

1. Graduate and professional programs

Special Services

1. Scholarships and loans
2. Academic facilities.

Master Plan

Today we are concerned precisely with preliminary and tentative guidelines for a master plan of higher education. These concern primarily public institutions of higher learning including the state-owned colleges, the two year community colleges and all institutions receiving annual grants or financial assistance. But the proposals herein contained also involve directly or individually our very many private institutions.

Directions of the Master Plan

This Master Plan is designed to:

1. Raise the level of the intellectual resources of the Commonwealth;
2. Provide for an orderly expansion of the opportunities for higher education in the State so that all qualified youth, regardless of station in life, may secure a post-high school education suitable to his talents and motivation; and
3. Reduce unnecessary duplication of facilities and programs to a minimum; and
4. Develop an ever higher level of competency in professions and technical labor force for the Commonwealth and develop a second non-economic career for most of our citizens; and
5. Develop a more enduring culture.

Urgency

Daily, plans for the expansion and improvement of institutions of higher education are being developed in this state as elsewhere. Mostly the State Council of Education is adopting measures and setting precedents which in themselves define a plan of higher education. Any postponement of guidelines, no matter how tentative or limited, contributes to the difficulty of one of the most intricately involved major educational problems in the Commonwealth.

Some Factors in the Success of the Plan

A Master Plan, no matter how perfectly conceived, will depend in large part upon the goodwill and sincerity of the leaders in higher education over the years ahead and equally upon the central state agency, the State Council of Education, and the adequacy of funds and personnel within the Department of Public Instruction.

Definitions

Master Plan for Higher Education

A master plan for higher education is a continuing plan for the development of higher education in Pennsylvania to insure that the needs of the Commonwealth are met adequately. This implies the close cooperation of public and private institutions under the leadership of the Department of Public Instruction. The plan must remain flexible in order to provide for the changing needs of the Commonwealth and nation.

Community College

A community college is one which is publicly and/or privately supported. It has a liberal admissions policy. It provides for a variety of cultural and special services to the community. It meets the needs of the community for post high school education by providing:

1. A two-year technical education program.
2. A two-year program in general education.
3. A two-year liberal arts transfer program.
4. A program in adult or continuing education.

Sectarian Institution

A sectarian institution is an institution affiliated with a particular religious sect or denomination, and which is under the control, domination or governing influence of a religious sect or denomination.

Master Professor

A master professor is one who has an earned doctor's degree or who has been a member of the staff of a foreign university.

ASSUMPTIONS ON WHICH GUIDELINES ARE BASED

1. Equality of opportunity for all qualified students.

2. Greatly increased enrollment capacity by 1975.

3. The rapid development of two-year community colleges based on the assumption that the 1963 General Assembly will enact enabling legislation as generally outlined in Senate Bill 612, introduced at the 1962 Session.

4. Compliance with a master plan by the state-supported institutions.

5. The conversion of State Colleges into multi-purpose colleges with the majority of enrollment remaining in teacher education.

6. Recognition of Pennsylvania's unique system of state aid to private institutions.

7. In accordance with Constitutional limitations, no direct fiscal support for sectarian purposes or sectarian institutions.

8. A substantial increase in scholarships and loans depending upon the enactment of a Constitutional amendment.

9. No state-aided institution shall receive less than its current appropriation.

10. The Commonwealth shall provide encouragement and leadership to private as well as public institutions.

GUIDELINES

Most of the guidelines are suggestive rather than definitive.

I. Suggested Functions of Universities, State Colleges and Community Colleges

A. The functions of the universities shall be:

1. To provide professional and graduate schools.

2. To provide advance research facilities.

3. To prepare college teachers, superintendents of schools.

4. To provide consultated services to other institutions of higher education, to government agencies and to private agencies.

5. To maintain a high level of undergraduate education, especially at the junior and senior level.

B. The functions at the state colleges shall be:

1. To prepare as many as 50% of the teachers of our schools.

2. To provide a liberal arts education.

3. To provide the basic undergraduate education in specialized areas such as premedical, predental, and allied medical personnel, pre-engineering, and other professional fields.

C. The functions of the community colleges shall be:

1. To provide two-year technical programs.

2. To provide adult continuing education programs.

3. To provide two-year general education programs.

4. To provide two-year college transfer programs.

Transfer of Academic Students

Presumably transfer of academic students from community colleges to the State Colleges or to the universities would be expedited if one condition of transfer would be some common denominator such as a SAT score or its equivalent. Thus a student who would transfer from a two-year college into a university would be required to meet, as one condition, an entrance university transfer score or demonstrate by other means his ability to master work at the level of a university transfer score. The university transfer score could be different for various programs. In each of the three regions (see below), it would be expected that the appropriate university would receive academic transfers.

A more appropriate policy of acceptance of credit of transfer students is of special concern.

Transfer from State Colleges to universities should also have, as one condition, a standard basis such as a 400 SAT score or its equivalent.

II. Suggested Minimum Admission Goals for Each Group of Institutions

A. The universities. Residence center admission should generally be at a higher level than admission to state colleges. It should be the equivalent of at least a SAT score of 400 to 450.

B. The state colleges. With the development of community colleges, the minimum admission requirements should be raised to 350 SAT score or above for general students and considerably higher for certain pre-professional programs. These institutions have frequently served in the past the function of a community college in providing low cost education.

C. The community colleges. High school graduation or its equivalent. This type of institution should permit all qualified students to gain a two-year college education at very low tuition or fee cost. It should permit students with ordinary rather than outstanding scholastic records an opportunity to demonstrate their ability to work at college level and, if successful, transfer to another institution for a baccalaureate degree, and perhaps a professional education. It should also permit students to secure two years of college education at modest cost.

D. Limitation on programs. Community colleges should be clearly limited to two-year programs.

State Colleges should be clearly limited to undergraduate work and graduate work through the Master's degree.

III. Suggested Regional Grouping of the Services of Large Universities

There shall be three regions in which the particular influence and resources of one university or group of universities will be called upon to serve the Commonwealth. These are natural geographic regions as follows:

Region one - the southeastern
Region two - the western
Region three - the remainder of the State

Precise definition of these geographical spheres of activity will require resolution. As working examples, however, university services in Regions two and three would be rendered by the universities appropriately located; i.e., the University of Pittsburgh and The Pennsylvania State University. In Region one there would be some services by the University of Pennsylvania, some by Temple University and for future development, joint efforts of both universities wherever practical.

IV. Economy Measures

A. Prevention of duplication. Additional duplication of higher education programs between state-supported institutions should be prevented. Elimination of needless duplication by the State Colleges is already planned as the first step. Any extension of A.B. and B.S. areas of concentration beyond the humanities, natural sciences, mathematics and social sciences will be restricted to specific institutions. For example: Each State College will be permitted (for the decade ahead) one complex, either physical science, biological science or social science. Specialization in modern foreign languages at State Colleges will also be restricted and follow the development of a program for the study of world cultures.

B. Greater cooperation between institutions. Few trends in higher education are more encouraging than the increasing emphasis upon a large variety of cooperative projects and programs undertaken by the various institutions. The State should assist and encourage this trend to extend beyond traditional cooperative programs. Educational television, interlibrary programs, joint employment of professors, multi-enrollment of students are newer cooperative ventures to be encouraged.

V. Public Representation in Higher Education

The question of public representation on the boards of control of certain institutions must be considered. At some future time, the public may seek formal representation on the boards of trustees of private institutions receiving state aid. A majority of one in public representation on the executive committee of our land grant university and on the board of any other institution in which the state supports the institution by a larger amount than generally (in order to keep tuition low) should be required. Institutions receiving substantial aid should have two public representatives (some already do). In state-owned institutions, the boards of trustees should not have more than one-third of the total membership coming from any one county, and consideration should be given to minority representation.

VI. Guidelines for Fiscal Support

Special grants to graduate schools are not included in this report.

The question of adequate guidelines for state aid to privately controlled colleges and universities is difficult. There are many possible guidelines. One of the most feasible would be to relate the amount of aid to specific indexes, such as:

Number of doctorates conferred
Number of master's degrees conferred
Number of bachelor's degrees conferred
Number of master professors
Number of Pennsylvania students enrolled as underclassman (freshman and sophomore)
Number of Pennsylvania students enrolled as upperclassman (junior and seniors).

In addition, should there be developed a relationship between the tuition or fee costs of state colleges, and land grant college, and state universities receiving substantial support?

A possible student fee relationship might be:

Land grant college	$550
State college degrees other than education	$350
Substantially supported state university	$600-700.

Participation by Private Institutions in State Grants

Private non-sectarian institutions shall be eligible for grants for an increase in enrollments of Pennsylvania students over current enrollments on the same basis as existing private institutions receiving state aid provided, however, that the increase should be distributed over four years to reach parity. These plans should be integrated with any Federal programs. Grants for consideration should be within a specific overall state commitment.

Guideline for college facilities

At public-owned and state-aided institutions, residential facilities shall be on a self-amortization basis.

VII. Additional Suggested Areas for State Support

A. Educational research

There is no need to document the lack of support for research in education in our State or in the nation at large. No support for higher education should be considered without one research center in each region to receive state support.

B. Social science including government research and study

Similarly, in each region it is proposed to provide annual support for research in social sciences, including government.

C. Distinguished professors

Pennsylvania could do no better than to encourage distinguished academicians, scientists, and scholars to join in large numbers its great universities. To rank Pennsylvania's institutions among the nation's top ones, it appears desirable to encourage outstanding professors to join our university faculties by creating 24 $15,000 to $20,000 State Distinguished Professorships. These salaries would be paid in addition to the university salaries. These professors would be available for a few regional conferences and on a consultative basis for other colleges in the region for the equivalent of 20 days per year.

D. State cooperative library system for higher education

For years I have waited for the opportunity of proposing a measure which would upgrade all the intellectual resources in the Commonwealth. This proposal I believe is State assistance for all higher education libraries.

This proposal would include annual State assistance for college and university libraries as well as matching grants in capital expenditures for new facilities and additions. Private colleges could qualify by creating a public higher education library board. Each such library would be open for all students of the State. Naturally, colleges with adjoining or nearby campuses would share in a single library. In some instances the library could include the city or municipal library.

Three universities would supervise the program in each region:

Region 1 --- University of Pennsylvania
Region 2 --- University of Pittsburgh
Region 3 --- The Pennsylvania State University.

The University of Pennsylvania would be responsible also for over-all coordination. This program should begin with three million dollars per year and within ten years increase to six million dollars annually.

E. State system of state support for museums and related educational facilities

As a correlary to the library program, modest state support for museums, such as are now included in the State program, would be included.

F. Scientific equipment

Exploration by the Department of Public Instruction of the possibility of a revolving fund for keeping science equipment up-to-date.

G. Graduate Extension Centers

Future requirements of industry and professions will necessitate more graduate extension centers located outside of the two large metropolitan areas. The utilization of existing universities to provide these services is recommended. The distant future may see the development of one or more two-year medical schools far removed from the two large cities. These schools could send students into the existing medical schools.

H. Community auditoriums

Another phase to be considered, probably a decade away, would be grants to assist colleges to build auditoriums if they are available to the community at large and the general public.

I. Educational TV grants totaling $400,000 annually is suggested.

VIII. Scholarships, Fellowships and Loans

A joint resolution permitting scholarship grants or loans for higher educational purposes was passed by the General Assembly in August, 1961. If the resolution passes the 1963 Session of the General Assembly, it can be referred for referendum to the public in the fall of 1963.

Possible guidelines for goals in ten years are:

A. Scholarships

1. 25,000 competitive scholarships ranging from $1000 to $100 with an average value of $600. One hundred competitive scholarships shall be available for one-half year study abroad preferably under direction of a Pennsylvania institution.

2. 3,000 competitive scholarships for creativity with a value of $600.

3. 4,000 competitive scholarships with a value of $800 for students whose total family income is less than $3500.

B. Fellowships for college teachers

1. 200 fellowships for study abroad with a value of $1000.

2. 200 fellowships for study with a value of $500.

C. Grants for future college teachers

1. 200 grants with a value of $3000 (1/3 cancelled each year, if teaching in Pennsylvania college).

D. Grants to qualified high school graduates

1. 25,000 grants with an average value of $100 for attendance at institutions whose tuition is above $700

E. Loans to students

1. A state-insured, student loan program.

IX. Guidelines for State Colleges

1. The appointment of one board of overseers serving all of the State Colleges is recommended.

2. The scope of the programs for the State Colleges shall be limited to five-year programs and Master's degrees.

3. Each State College shall qualify to grant Bachelor of Science degrees in Education and may qualify for the Master of Education degree.

4. Each State College shall qualify to grant Bachelor of Arts degrees with concentrations in Humanities, Social Sciences and Natural Sciences and may qualify for Mathematics.

5. The Physical Science complex shall include either Bachelor of Arts or Bachelor of Science degrees with concentrations in Chemistry, Physics, Astronomy, Earth Science, Space Science, Geology, Geography, Oceanography, and Meteorology. This complex shall also include Mathematics and pre-engineering programs.
The State Colleges which may qualify for any area in this complex are: Edinboro, Indiana, Kutztown, Millersville and West Chester.

6. The biological Science complex shall include either Bachelor of Arts or Bachelor of Science degrees with a concentration in Biology. This complex shall also include premedicine, predental, as well as related medical fields. Further specializations in special education will be limited to these institutions.
The State Colleges which may qualify for any area in this complex are: California, East Stroudsburg, Lock Haven and Slippery Rock.

7. The Business Administration, Economics and Anthropology-Sociology complex shall include a Bachelor of Science Degree with concentrations in Economics, Business Administration, Anthropology, and specialized subjects in Sociology, and Political Science. In this group is included baccalaureate degree programs for social workers.
The State Colleges which may qualify for any area in this complex are: Bloomsburg, Cheyney, Clarion and Shippensburg.

8. A Modern Foreign Language complex shall include a Bachelor of Arts degree with concentration in any one of the following areas: French, German, Russian, Spanish and Swahili.

The State Colleges which may qualify for this complex are:

Cheyney for Swahili
Indiana for Spanish
Kutztown for Russian
Millersville for German
West Chester for French.

9. Other Degrees

Bachelor of Science degree in Recreation
The State College which may qualify for this complex is Cheyney.

Bachelor of Fine Arts degree with concentrations in Painting, Sculpture and Advertising Design.
The State College which may qualify for this complex is Kutztown.

Associate degree in Science with a concentration in Technical Education
The State Colleges which may qualify for this complex are: California, Cheyney and Millersville.

10. Students from State Colleges may transfer to another State College for study in specialized areas if they meet the academic requirements established by that institution.

11. The higher education institutions designated as World Culture Centers are:

Bucknell	- Burma
Bloomsburg	- China
California	- Slavic Countries and Hungary
Cheyney	- Central and West Africa
Clarion	- The British Isles and Commonwealth of Nations
East Stroudsburg	- Israel and South and East Africa
Edinboro	- Indo-China including Laos, Malaya, Viet Nam, Cambodia, Indonesia and Korea
Indiana	- Latin America, Spain and Portugal
Kutztown	- Russia
Lock Haven	- Turkey, Pakistan and Greece
Mansfield	- Iran, Iraq, Jordan and Saudi-Arabia
Millersville	- Scandinavia and Germany
Shippensburg	- India
Slippery Rock	- Japan and Italy
West Chester	- France.

12. The higher education institutions presently designated as Pennsylvania Studies Centers are:

Bloomsburg	- Commerce
California	- Manufacturing and Monongahela Indians

Cheyney	- Health
Clarion	- Coal and Oil
East Stroudsburg	- Recreation and Delaware, Shawnee and Munsee Indians
Edinboro	- Welfare and Erie Indians
Indiana	- Education
Kutztown	- Fine Arts
Lock Haven	- Transportation and Susquehannock Indians
Mansfield	- Lumber and Iroquois Indians
Millersville	- Agriculture
Shippensburg	- Government
Slippery Rock	- Gas
West Chester	- Literature.

X. Guidelines for Consideration Within the Next Month

A. On or before April 15, each college and university receiving State funds shall file with the Department of Public Instruction, a statement of their Extension Centers, purposes and plans, differentiating between the Extension Centers which have a two-year academic transfer program and those which are organized for other purposes; and that thereafter, no extension programs be projected without having them become a part of the Master Plan and approved by the State Council of Education.

B. Any reimbursement for students enrolled for the following year in excess of those projected in the Master Plan either by the Governor's Committee or by the institutions, shall not be considered in any form of State aid.

C. Any projects approved in the Master Plan for future increased undergraduate enrollments shall be reviewed every two years for a four-year period, and then every three years thereafter.

D. State aid based upon any indexes shall apply to the indexes of the previous year except increased enrollments approved in advance.

E. Prior to July 1, committees of the colleges within each region shall propose a future projection of specialized programs.

APPENDIX A

Studies in Progress

The following studies by the Department of Public Instruction are now in progress for the development of a Master Plan:

1. Population and enrollment projections for the age group 18 to 21

2. The 1970 projected capacity of existing Pennsylvania institutions of higher education

3. College enrollment by class and area of concentration.

The following studies are being made by outside agencies under the coordination of the Department of Public Instruction. All are concerned with Pennsylvania's future needs in selected professional fields. These are:

1. Engineering - Under the direction of Doctor Williamson, Dean of the Engineering Department, The Pennsylvania State University.

2. Medicine - Doctor Fay, President of Women's Medical College of Pennsylvania, is coordinating the work of the Medical College Deans throughout Pennsylvania.

3. Dentistry - A statement of future manpower and financial needs of dental education is being prepared jointly by the Deans of the three dental colleges in Pennsylvania.

4. Nursing - A report is being prepared by the Pennsylvania League for Nursing and the Pennsylvania Nurses Association.

APPENDIX B

Needed Studies

1. The relationships of Extension Centers to Community Colleges
2. The definition of the counties of eastern and western regions in which certain services are provided for by the universities
3. Definition of the specific responsibilities of The Pennsylvania State University and Temple University
4. Responsibilities of The Pennsylvania State University and Temple University as compared with the University of Pittsburgh and the University of Pennsylvania
5. Electronic data processing
6. Sample studies of the competency of teachers
7. International centers
8. Faculty supply and demand in higher education
9. Classroom and laboratory utilization for higher education institutions eligible under the General State Authority

APPENDIX C

Summary of Types of Institutions of Higher Education in Pennsylvania

Land grant university	1
State-aided universities	3
Other state-aided institutions	12
State Colleges	14
Private colleges	63
Junior colleges	14
Independent theological seminaries	18
Miscellaneous	2
Total	127